DOCUMENT RESUME

ED 380 681 CE 068 674

AUTHOR Medina, Muriel; And Others
TITLE Essential Communication and Documentation Skills. Module: Listening and Speaking.
INSTITUTION State Univ. of New York, Albany. Rockefeller Coll.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE Jul 94
NOTE 65p.; For related documents, see CE 068 670-680.
AVAILABLE FROM Rockefeller College Workplace Literacy Program, Professional Development Program, State University of New York at Albany, Richardson Hall, Room 381, 135 Western Avenue, Albany, NY 12222.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adult Basic Education; Basic Skills; Behavioral Objectives; *Child Caregivers; Child Care Occupations; *Communication Skills; Curriculum Guides; Inservice Education; Instructional Materials; Job Skills; Learning Activities; Learning Modules; *Listening Skills; *Literacy Education; Residential Institutions; Social Services; *Speech Skills; Student Evaluation; Verbal Ability; Youth Problems; Youth Programs
IDENTIFIERS *Workplace Literacy

ABSTRACT

This module is the fourth of 10 in the Essential Communication and Documentation Skills curriculum. It develops listening and speaking, workplace literacy skills identified as being directly related to the job of the direct care worker. The curriculum is designed to improve the competence of New York State Division for Youth direct care staff using contextualized workplace learning materials. The preface and introduction provide information on the curriculum's structure, how to use the curriculum, and how to implement the program. The module is divided into seven sections. The design cover sheet gives an overview of the module design: purpose, methods, performance objectives, and evaluation procedures. The preparation cover sheet lists the following: physical setting, equipment and supplies required, media support, necessary participant materials and handouts, instructor's materials and preparation steps, and a six-item list. The presentation overview lists the method, purpose, and estimated time for the following activities: introduction, truths and myths about communication and the four Cs (clear, correct, complete, concise), module objectives, meanings are in people, communication skills model, dictionary of resident slang, active listening, feedback, and summary and closure. The presentation guide for the trainer is a comprehensive and detailed guide for the delivery of the module activities. Flipchart masters are followed by supplemental notes and materials for the trainer. A participant materials section provides a packet of materials each participant should receive. (YLB)

ED 380 681

Essential Communication and Documentation Skills
Module: Listening and Speaking

Rockefeller College Workplace Literacy Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE068674

BEST COPY AVAILABLE

ESSENTIAL COMMUNICATION AND DOCUMENTATION SKILLS

for the New York State Division for Youth

This document was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York, in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project and all the partners and helpers identified with the project. The following individuals acted as official representatives for the partnership organizations.

University at Albany, State University of New York
Joanne Casabella, Administrative Officer, Office for Research
Thomas J. Kinney, Director, Professional Development Program
Eugene J. Monaco, Deputy Director, Professional Development Program
Christine A. Katchmar, Workplace Literacy Project Director, Professional Development Program

New York State Division for Youth
Judith Blair, Director, Bureau of Staff Development and Training
Margaret Davis, Assistant Director, Bureau of Staff Development and Training
Brian Caldwell, Agency Training and Development Specialist, Bureau of Staff Development and Training

Governor's Office of Employee Relations
Diane Wagner, Program Administrator, Project Reach
Harriet Spector, Employee Relations Assistant, Project Reach

Civil Service Employees' Association
Ira Baumgarten, Director of Labor Education Action Program

The curriculum was designed to improve the competency of Division for Youth Direct Care Staff in the workplace areas of reading, writing, listening, speaking, observation, and decision making using contextualized workplace learning materials. Two additional accomplished goals were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning for the juvenile justice and adult literacy fields. The Professional Development Program of Rockefeller College, University at Albany, State University of New York, invites your questions regarding this project. The materials and ideas are available for duplication and use upon request to Rockefeller College Professional Development Program.

Albany, New York
July 1994

ACKNOWLEDGMENTS

The *Essential Communication and Documentation Skills for the New York State Division for Youth* curriculum manual with all its companion pieces and supplementary products came to fruition through the talents and commitments of many individuals. We would like to acknowledge all those for their efforts and to give special mention to the individuals and groups listed below, whose contributions were particularly valuable.

We acknowledge the New York State Division for Youth for welcoming this project and curriculum into its strategic training plan, and for providing the many staff members, the time, and the resources that were dedicated to the project implementation and curriculum development. We especially acknowledge the efforts of Brian Caldwell, Margaret Davis and Judith Blair of the Division's Bureau of Training and Development. Also appreciated are the staff of the Division for Youth's Training Centers, including but not limited to Greg Gallina, Terry Keith Smith, and Reginald Osterhoudt of the Highland and Pyramid Training Centers; Gale Smith, Patsy Murray, Munna Rubaii, and Debra Peete of the MacCormack Training Center; Rick Quinn of the Industry Training Center; and Phyllis Patricelli, Dena Thompson, Margaret Smith, and Margaret Kinney Trolio of the Tryon Training Center. Many personnel from the DFY Central Office also deserve appreciation, particularly the support staff, including Sandy Vanier, Karen Tribley-Smith, Suzanne Pohlmann, and Shirley Clark. We would like to give special acknowledgments to the many Youth Division Aides, supervisors, and managers from throughout the New York State Division for Youth who willingly participated in the literacy task analyses, the focus groups, the field tests of the curriculum, the pilot tests, and the many other activities that were instrumental in bringing this curriculum and project to its final state.

We thank Diane Wagner of the New York State Governor's Office of Employee Relations - Project REACH for all recommendations and guidance related to REACH and tutoring issues for New York State government and for being the inspiration behind the original project proposal to the National Workplace Literacy Program. Without Diane's expertise in the operation of REACH across all New York State agencies and her close working relationship with Literacy Volunteers of America - New York State, the tutoring component of this project could not have been implemented.

We further appreciate the insight and involvement of Ira Baumgarten of the New York State Civil Service Employee's Association, Project LEAP who, as the representative for the labor perspective, continually brought the implementation of project elements and the development of the curriculum around to an awareness of the worker's need. His breadth of experience in varying levels of educational programming across the agencies of New York State Government provided a valuable perspective regarding the institutionalization process within the Division for Youth.

We would also like to give acknowledgment to Jorie Philippi, Principal Evaluator, Performance Plus Learning Consultants, Inc. as the external evaluator of the project. In providing insightful feedback through interim evaluation reports and numerous discussions, Ms. Philippi helped to keep the project on course and true to its goals and objectives. Her experience in evaluating and implementing numerous workplace literacy programs throughout the United States under the United States Department of Education's sponsorship and as a private consultant served the project well. She was able to quell anxieties as well as provide expert advice for program development and operation through all phases of the project implementation. Her efforts and expertise are greatly appreciated.

We thank the members of the Literacy Advisory Committee and the Program Planning Committee for their time commitment and expert advice regarding project design and implementation from the varying perspectives that each member brought to the meetings and other sessions.

At the Rockefeller Professional Development Program we would like to acknowledge Judith Anderson, Computer Specialist, Sally Berdan, Director of Publications, George Dowse, Graphic Artist, and Bob Richardson, Senior Editor, for consultation in their areas of expertise. And, finally, for his professional oversight and unflagging support throughout the entire project design and implementation, we thank Eugene J. Monaco, Special Assistant to the Provost of Rockefeller College for Professional Development, Training, and Research.

The drafts of the curriculum and all companion pieces were the products of a team of expert curriculum developers consisting of Muriel Medina, Ph.D., Mary Hall, and Christine Katchmar of Rockefeller College and Brian Caldwell of the New York State Division for Youth, ably assisted in word processing and graphic design by Sandy Guntner and Mary Campney of Rockefeller College. The creative dynamic that this team achieved and maintained during the arduous curriculum development process was instrumental in achieving the high quality that the final products have. The willingness of all team members to work above and beyond the regular work periods all across New York State was reflective of the level of commitment to a quality effort. The level of collaboration between the work site representative and the educational representative that was achieved by the members of the team helped to make the curriculum a truly contextualized workplace literacy product. We appreciate all the efforts of this talented team.

PREFACE

Essential Communication and Documentation Skills for Youth Division Aides of the New York State Division for Youth was conceived and developed in New York State and produced under a United States Department of Education National Workplace Literacy Program Grant (FY 1992) within a project administered by the Rockefeller College Professional Development Program, University at Albany, State University of New York in partnership with the New York State Governor's Office of Employee Relations, the Civil Service Employees' Association, the New York State Division for Youth, and through the administration of the Research Foundation, State University of New York. The contents of this manual do not necessarily represent the policy of the Department of Education but rather are reflective of the philosophy and approach of the grant recipient that administered the local project – the Rockefeller College Professional Development Program – and all the partners and helpers identified with the project.

The National Workplace Literacy Program

Workplace literacy has come to the forefront in adult education within the last ten years as increasing attention has focused on the skills needed for the average adult to compete successfully in the workplace of today and the future. To compete in a global economy American workers must have strong basic skills and more: they must be able to use the latest technology and up-to-date service and production techniques; they must be able to think critically, solve problems, and make decisions; they must be able to work in teams and have a high level of independence with less and less reliance on supervision; they must have strong communication skills. Congress created the NWLP in response to concerns that an increasing percentage of the American work force lacked the skills to compete in the world marketplace.

Since 1988 the NWLP has provided grants to fund local projects that are operated by exemplary partnerships of business, labor, and educational organizations. These partnerships are funded to provide services that will improve the productivity of the work force through the improvement of basic skills needed in the workplace. These projects focus on developing the knowledge and the ability of workers in a specific job context to apply a broad spectrum of literacy and reasoning skills to job performance in their immediate employment that will be transportable to future jobs in other employment contexts. Workplace literacy is much broader than generic reading and writing; today's basic skills go beyond that.

Originally the NWLP was part of the Omnibus Trade and Competitiveness Act of 1988 and was later incorporated in the Hawkins-Stafford Elementary and Secondary School Improvement Act of 1988. The National Literacy Act of 1991 amended the program to be as it is presently. The NWLP is administered by the U.S. Department of Education's Office of Vocational and Adult Education (OVAE) within the Division of Adult Education and Literacy (DAEL). The program continues to exist within the larger context of the Goals 2000 Educate America Act, Goal 5, that, "Every adult (be) literate and able to compete in the workforce."

The Rockefeller College Workplace Literacy Project

In 1992 a partnership was formed in New York State between the Professional Development Program of Rockefeller College, University at Albany, State University of New York; the Civil Service Employees' Association, Inc.; and the New York State Governor's Office of Employee Relations - Project REACH. Rockefeller College represented the educational component, CSEA presented the labor perspective, and GOER-Project REACH brought the management view. Rockefeller College submitted a proposal to the NWLP to develop and implement a job-related basic skills curriculum for the New York State agency determined by CSEA / GOER-Project REACH to be the recipient of the educational and other services of the grant. The New York State Division for Youth (DFY) was that agency and its direct care workers, the Youth Division Aides (YDAs), the targeted employees.

In 1993 Rockefeller College received the grant to carry out the proposed project plan. The project drew upon the resources of all the partners. Accomplishment of the goals has been reflective of the cooperation and commitment that was given by all throughout the year-and-a- half of the grant period, especially by the NYSDFY. As the recipient of the grant services, it was the workplace context of the project and all instructional services were delivered to its employees. Their role was key to the success of the grant implementation, and the level of success can be attributed to their efforts and commitment to institutionalize workplace literacy within the juvenile justice system of New York State. This project serves as a demonstration project from which other like systems can draw parallels and conclusions for similar implementation.

Project Goals

The proposal to the NWLP articulated specific goals to be achieved. They were as follows.

- To produce literacy gains upgrading the workplace literacy skills of a targeted population of NYS employees (Youth Division Aides of the New York State Division for Youth) in order to help them satisfactorily complete a competency-based job traineeship and increase job productivity by improving their workplace reading, writing, listening, speaking, reasoning, and problem solving
- To demonstrate a model workplace literacy program for this category of worker and job title through the development of a model of contextualized learning using a curriculum and training design that could be replicated across the juvenile justice system
- To evaluate the project and share findings with the adult literacy and the juvenile justice fields
- To develop in the New York State Division for Youth the capacity to provide continuing workplace literacy instruction and support beyond the funding period

The Educational Program

As indicated, the adult population determined to receive the services of this partnership project consisted of the Youth Division Aides (YDAs) of the New York State Division for Youth (DFY). These employees are the front line workers in DFY's youth residential facilities. They provide direct supervision for the youth who have been assigned by the courts to these facilities. Their successful job performance is highly dependent upon workplace literacy skills.

In developing a curriculum for this population, an in-depth study was made of the reading, writing, speaking, listening, reasoning, and decision-making skills used on the job by experienced YDAs considered by supervisors and administrators to be strong employees. This study included observing YDAs in DFY residential facilities throughout New York State, interviewing YDAs and their supervisors, and analyzing the printed material used in the facilities. Initial input from focus groups and an Advisory Committee of Administrators, supervisors, and employees of DFY was integral to the curriculum development. This input, combined with the results of the extensive field work, laid the foundation for development of the 40-hour curriculum entitled *Essential Communication and Documentation Skills*. The curriculum was further refined and developed by extensive review and input from training staff and supervisors of DFY.

The final *Essentials* curriculum is comprehensive, evolving around the following educational goals:

- To enhance the YDA's awareness of the communication and documentation skills and responsibilities required at DFY
- To identify their own strengths and areas for improvement in observation, decision making, oral communication, reading, and writing
- To learn strategies for strengthening their skills in observation, decision making, oral communication, reading, and writing
- To develop ownership for their own learning in training and on the job at DFY

YDAs were selected by supervisors to attend Essentials for the first six months of operation of the program. The curriculum is now a core component of the training given by DFY to all newly- hired YDAs. It is delivered in a one-week, 40-hour span during the regular work day. It has become the third week of DFY's Basic In-Service training for all newly hired YDAs, and all new YDAs are mandated to go through the program. The programs have been conducted across the state close to DFY residential facilities in order to increase ease of access for employees. In the future, they may be delivered at a central employee training academy. The curriculum is modularized according to critical skills and content areas; this makes it possible to deliver selected modules to more veteran employees, as needed. The curriculum as designed is complete for the general YDA population and is intended to be supplemented with additional services. such as tutoring, for select YDAs.

The Tutoring Component

The impetus for the proposal to the NWLP for this project came from Project REACH, which, with CSEA, had had broad statewide experience with workers like the DFY YDA, and which had become well aware of the literacy needs of New York state employees. The tutoring component of this workplace literacy project was provided through Project REACH and CSEA's in-kind support. Project REACH is the workplace basic skills program available to all CSEA-represented New York State employees. Project REACH is a joint labor/management initiative funded and operated by the New York State Governor's Office of Employee Relations and the Civil Service Employees Association, Inc. REACH has been providing basic skills instruction and support for New York State employees since 1986.

Both CSEA and GOER -Project REACH had been involved with an earlier NWLP project targeting another New York State agency, and they had become aware of the need for some employees to receive additional support beyond the classroom instruction provided through the core curriculum of such a project. Therefore, the proposal to the NWLP included a tutoring component supplementing the core educational experience that the YDA received through the 40-hour *Essentials* program, if needed.

Since Project REACH and CSEA had a long-term, ongoing relationship with Literacy Volunteers of America - New York State in providing tutoring services to employees of New York State agencies, the logic of incorporating the LVA tutor program into this project was clear. It is within the parameters of this working relationship that the tutoring component was designed and developed. As designed, DFY YDAs are invited to set up tutoring sessions with an LVA NYS tutor through GOER-Project REACH. The YDA attends tutoring either on his/her own time, or during the workday with one-half of the session donated by DFY as an hour of compensated employment and the other half given from the employee's time.

Two supplemental products, *The Guide to Contextualized Workplace Tutoring* for Tutors and its companion, the *Affiliate Administrator's Guide*, were developed through the project to assist LVA volunteers with the tutoring of the YDA to insure that the tutoring complemented the *Essentials* program and was contextualized to the DFY workplace. The *Affiliate Administrator's Guide* assists LVA NYS Affiliate Administrators in implementing the tutoring within their local affiliate and its ongoing association with Project REACH. These products were collaborative efforts of LVA NYS, Project REACH, NYS DFY, and Rockefeller College.

Unique Project Features

The *Essentials* curriculum was carefully designed to improve the competency of Division for Youth direct care staff in the workplace areas of observation, reading, writing, listening, speaking, and decision making using contextualized workplace learning materials. Two additional goals to be accomplished were to help institutionalize DFY's capacity to provide continuing workplace literacy instruction and support beyond the funding period, and provide a replicable model of contextual learning. These goals were projected to be accomplished through some unique features, as follows:

- A 40-hour customized curriculum with all training materials contextualized to the workplace of the New York State Division for Youth and the job of the Youth Division Aide
- A customized workplace literacy skills assessment that would inform instruction and be used as the basis of the YDA's Individual Development Plan
- A 4-hour learning skills module that would be incorporated into the 40-hour curriculum
- Delivery of the 40-hour curriculum to DFY Youth Division Aides throughout New York State in DFY Training Centers supplemented with follow-up tutoring and mentoring at the worksite
- Training Center and home unit teams that would include instructors, mentors, and tutors to implement the Individual Development Plans
- Training modules and program guides for instructors, mentors, and tutors
- Periodic administration of workplace literacy assessment measures to examine the effects of training
- Training of trainers to develop up to 50 instructors able to deliver the 40-hour curriculum in order to create the capacity to continue the program after NWLP funding ceased
- Dissemination of the curriculum to the adult literacy and juvenile justice fields
- Program evaluation following the CIPP model and conducted by Performance Plus Learning Consultants, Inc., Jorie Philippi, Principal Evaluator

The materials and ideas contained in this manual are available for duplication and use upon request to Rockefeller College. The video tape mentioned in the curriculum, as well as both the tutoring component supplemental materials, *Guide to Contextualized Workplace Tutoring* and *Affiliate Administrator's Guide* are available upon request. The hope is that the curriculum and other products will be instrumental for others to continue the work conceived and initiated within the New York State Division for Youth by Rockefeller College and its partners through the Rockefeller College Workplace Literacy Program and the United States Department of Education National Workplace Literacy Program.

The Rockefeller College Professional Development Program is pleased to have been a part of such a dynamic and collaborative development process. We invite your questions regarding this project and the *Essential Communication and Documentation Skills* curriculum manual and its supplementary products. You may reach us at 518-442-5422 (phone); 518-442-5768 (fax), or you may write our offices at 135 Western Avenue, Richardson Hall, Albany, New York 12222.

Christine A. Katchmar, Program Director
Albany, New York
December 1994

FOR THE TRAINER:

Using the Curriculum Manual for *Essential Communication and Documentation Skills*

Introduction to the Curriculum

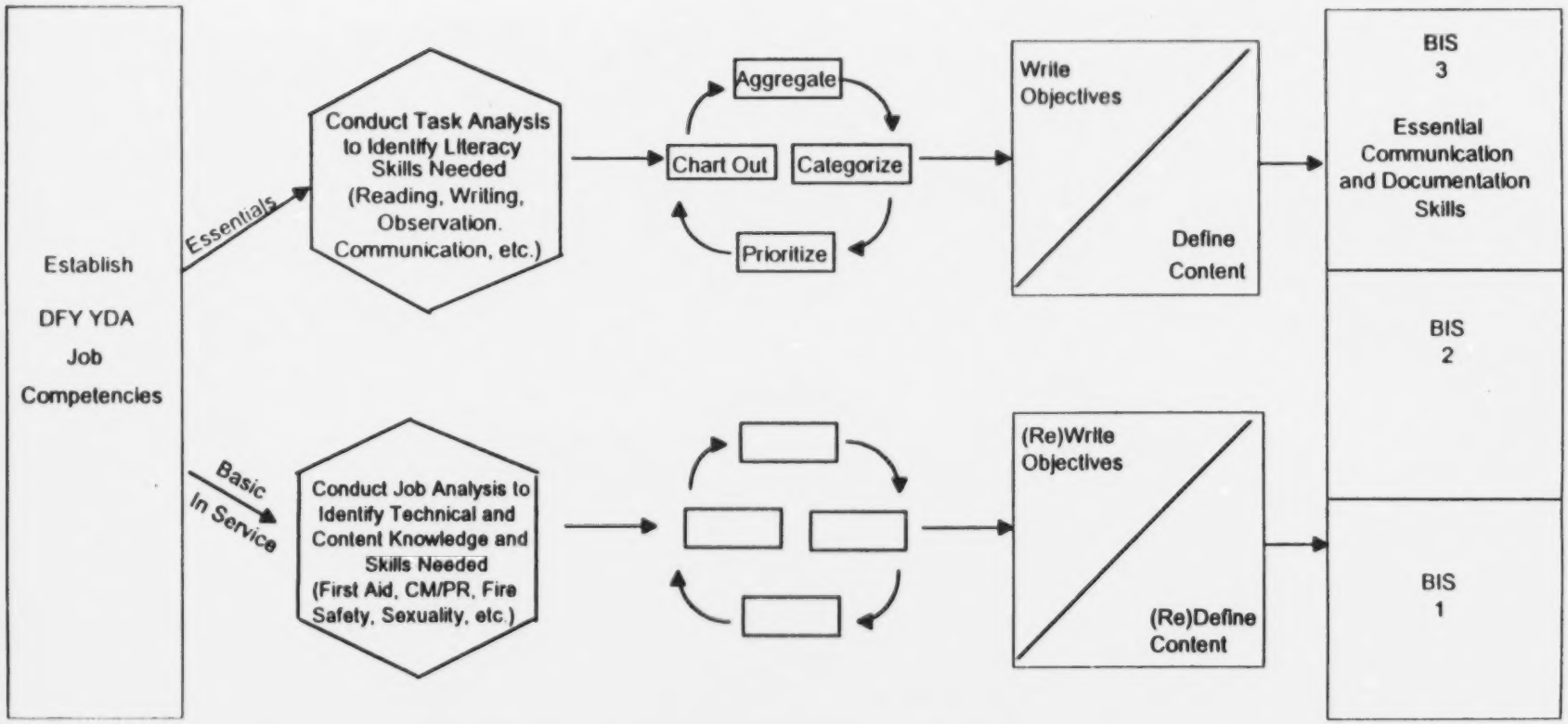
Welcome to *Essential Communication and Documentation Skills*, a comprehensive workplace literacy curriculum that was developed in 1993-4 for and in collaboration with the New York State Division for Youth through the Rockefeller College Workplace Literacy Program under the auspices of a National Workplace Literacy Program grant (FY 92) in partnership with the NYS GOER - Project REACH and CSEA. The curriculum was designed to improve the ability of the New York State Division for Youth's direct care staff to do their jobs better in the residential facilities of the Division for Youth throughout New York State.

Essentials is not job training; it is a workplace literacy program, designed to improve worker competencies in the areas of workplace, reading, writing, listening, speaking, observation, and decision making both on basic and higher order skill and knowledge levels. *Essentials* is an example of contextualized learning. This means it is based on the working environment and materials where the trainees work, in this case the New York State Division for Youth (NYSDFY).

As you review the *Essentials* curriculum manual, you will notice that all training materials are contextualized to the workplace of the New York State Division for Youth and the specific job of the Youth Division Aide. Actual workplace materials from the DFY facilities are used as the basis for instruction, especially in the Reading and Form Documentation modules. The curriculum was developed using the curriculum development model shown in Figure 1.

While this curriculum manual is intended to be a resource that a trainer can use as a guide for conducting the *Essentials* training at the DFY Training Centers across New York State, it can also be used to develop specific lessons or plans for similar instruction for similar employees at like work sites. The curriculum follows an adult learning instructional philosophy and presents general principles as well as detailed instructions for conducting a successful training program contextualized to the juvenile justice workplace and the job of the direct care worker. It is recommended that agencies outside of the NYS Division for Youth who wish to use this curriculum develop instructional materials from their own work sites to enhance the transfer of skill development from training to on-the-job. Rockefeller College offers technical assistance and training that would assist your agency in this tailoring process. However, tailoring is not required; the basic and higher order skills that are targeted for development can be successfully addressed with other audiences using the materials in the manual. Other agencies will be able to successfully adapt this curriculum to their workplace training by using the examples of materials found in this manual

CURRICULUM DEVELOPMENT PROCESS
for
Revision of NYS DFY Basic In Service Training Program



Philosophy

The philosophy underlying *Essentials* shaped the content and instructional processes of the curriculum as well as the roles of the participants and the trainers in the learning.

Literacy is viewed as the ability to accomplish tasks rather than knowing a set of isolated skills that are ends in themselves - both basic and higher order. Participants strengthen their skill and knowledge within the framework of work-related tasks through both individual and collaborative practices, completing these tasks that simulate practices on the job.

Participants are viewed as competent adults who bring much to the training. The content of *Essentials* incorporates the YDA's knowledge of youth care and of DFY procedures and regulations and builds on existing interpersonal, teamwork, and decision-making skill and knowledge.

Participants are expected to be involved, responsible, active learners. On the first day of *Essentials*, participants learn how they can be more effective as learners. Using this information, they set personal objectives. They build the content of certain modules by developing and acting out work-related skits that form the basis for class exercises. Throughout, the participants provide feedback to one another, helping each other to assess and improve skills, while gaining knowledge. On the final day of the 5-day program, the participants develop individualized plans to continue their learning back on the job. The process they use to develop their Individual Development Plans (IDP) reflects the emphasis of their being in control of and responsible for their own ongoing learning, a philosophical cornerstone of the entire curriculum.

Instructional Techniques and the Trainer's Role

The instructional processes of *Essentials* are designed to address and encourage a variety of learning styles. They include:

- Trainer presentation
- Whole group discussion and brainstorming
- Individual skill-building activities
- Paired skill-building activities
- Small group skill-building activities
- Problem-solving and decision-making activities
- Role plays

These methods are highly interactive and participatory. The role of the trainer is to facilitate and encourage interaction through the variety of opportunities that the above provide.

Throughout *Essentials*, the participants learn by watching , listening, and doing as well as from their own feelings, reflections, and personal reactions. They have time to think about situations and to analyze ideas. The trainer will be challenged to adapt to the workplace contexts that evolve spontaneously and enrich these learning processes. One of the most important things the trainer will do is increase participant confidence and self esteem while facilitating the development of skill and knowledge.

Structure of the *Essentials* Curriculum Manual

Essentials consists of 10 modules:

- Introduction and Orientation to the Program
- Observation Skills
- Decision Making
- Listening and Speaking
- Giving Directions to Residents
- Making Oral Reports
- Reading on the Job
- Form Documentation
- Writing Logs and Reports
- Final Assessment and Action Planning

An initial skimming of the manual in the order in which these modules appear will provide an overall sense of the scope and direction of the content. **Introduction and Orientation to the Program** establishes the program objectives and sets the tone for the full week of training. The next eight modules (see list above) develop the actual workplace literacy skills identified as being directly related to the job of the direct care worker. These modules use materials and activities contextualized to the job and the workplace of the DFY YDA in a sequential progress designed to build skill and knowledge in an integrated manner. The concluding module, **Final Assessment and Action Planning**, assists the training participants in establishing goals to continue their professional development beyond the foundation that was established in *Essentials*.

Each module is consistently divided into seven sections to facilitate understanding of the module and the entire curriculum as well as to enhance ease of instruction and learning:

- Design Cover Sheet
- Preparation Cover Sheet
- Presentation Overview
- Presentation Guide for the Trainer
- Flip Chart Masters
- Supplemental Notes and Materials for the Trainer
- Participant's Materials

This structure helps the trainer because each section serves a specific purpose to assist in delivering the curriculum.

Immediately after the module title page is the **Design Cover Sheet**. This gives an overview of the module design, including its title, purpose, methods, performance objectives and evaluation procedures. The **Preparation Cover Sheet** then lists the equipment and supplies required, the media support, if any, the necessary participant materials and handouts, the instructor's materials and preparation steps, and options or variations in delivery. The **Presentation Overview** lists the module's activity titles, the method of delivery, the purpose, and the estimated time the activity will take along with a total estimated time for the entire module. Following these overview sheets is the detailed **Presentation Guide for the Trainer**, a comprehensive and detailed step-by- step guide for the delivery of the module activities. Each module also includes a copy of the **Flip Chart Masters** and the section, **Supplemental Notes and Materials for the Trainer**, which provides additional information and resources to enhance the trainer's understanding of each module's materials and objectives. A **Participant's Materials section provides** the complete packet of the materials that each participant should receive during the delivery of the program; it may be photocopied with the permission of Rockefeller College (518) 442-5422.

Additional Materials

The *Essential Communication and Documentation Skills* videotape was created to be used with the curriculum for the assessment process and for the observation and decision making processes. This tape is available from Rockefeller College to agencies who plan to implement this curriculum.

For the **Reading and Form Documentation** Modules, *Essentials* uses forms that are completed on a regular basis in facilities and NYS DFY policies. These materials appear in the *Essentials* curriculum in the section **Additional Materials**. The instructional process will work best if these readings and forms are provided in separately bound (or stapled) versions. The agency implementing the curriculum should select similar readings and forms from their own workplace.

Two additional resources supplement the *Essentials* learning program. The first, the ***Guide to Contextualized Workplace Tutoring***, a guide for Literacy Volunteers of America - New York State volunteer tutors is available to assist these tutors in developing contextualized tutoring activities for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. This resource is provided to local LVA affiliates through the New York State Governor's Office of Employee Relations - Project REACH. If at the conclusion of Day 5 a participant chooses to access supplementary individualized tutoring, NYSDFY has set up a relationship with REACH and a process with LVA for the employee to receive tutoring on the job. The second resource, the ***Affiliate Administrator's Guide***, is for the LVA Affiliate Administrator to operate the tutoring component. These are both available through the Rockefeller College Workplace Literacy Program. Other organizations outside of NYS DFY may find these two resources valuable if they are interested in using the services of their local LVA affiliate.

Assessment

In *Essentials*, assessment is considered part of the instructional process and incorporates learner involvement. In addition, just as the instructional content and learning activities are drawn from the workplace context, assessment is conducted by doing tasks that direct care workers actually do on a daily basis at work. Five types of assessment processes are used in *Essentials*.

Pre and Post Assessment - These formal assessments simulate the way in which YDAs apply literacy skills on the job and are conducted prior to and at the conclusion of the week of instruction. For both assessments, participants watch a video cutting of an incident involving youth in a DFY residential facility that would require them to write a formal report. Based on that incident, participants are directed to perform six tasks. They:

- Write notes on what they observed.
- Write the decision that they would make for addressing the situation.
- Write a log entry about the incident.
- Write a formal report about the incident.
- Read a passage of DFY policy related to the incident, take notes to help them recall the content, and write a summary of the information in their own words.
- Complete a questionnaire to illustrate their understanding of important oral communication components.

The results of the assessments produce a measure of the YDAs' basic skills in completing job tasks. The pre-assessment can determine a focus for training activity during the week; the post-assessment will illustrate the participant's growth as a result of training and provides a valuable tool for self instruction.

Self-Assessment - In keeping with the emphasis on helping YDAs be self-directed learners, participants assess their own learning throughout *Essentials*. They apply checklists to evaluate how well they have done on communication activities, they assess their need for applying reading strategies, and they assess their own writing. In addition, at the end of each module, they assess what they have learned from the module and in what ways they need to improve. The trainer's role is to facilitate this self assessment and encourage objectivity.

Trainer Assessment - Throughout *Essentials*, trainers observe and give input on participants' progress in learning the basic skills, and they offer suggestions on how that learning can continue back on the job. In individual conferences on the last day of training, trainers discuss the assessments with participants and help them apply the results in developing their Individual Development Plans. To become proficient in this process is challenging and rewarding. The trainer should keep in the forefront the principle that the participant is responsible for the learning and avoid any value-laden and judgmental comments or reactions. The trainer should consciously place the responsibility for the final assessment on the participant.

Peer Assessment - Participants have several opportunities to give feedback to and receive feedback from their peers during the 40 hours of *Essentials*. This peer assessment encourages teamwork and builds critical thinking skills. It also provides an opportunity for YDAs to practice the feedback skills they need for communicating effectively with resident youth and with co-workers. As part of the peer assessment, YDAs learn how to constructively use feedback that is given to them rather than reacting to it in a defensive manner. The trainer, again, will need to facilitate this process.

Portfolio Assessment - As part of the ongoing assessment process, participants build individual portfolios, called Personal Progress Portfolios, of the work they have done during the training. Learners select samples of their work which reflect the various areas covered in the training and which show the progress they have made in these areas. Trainers monitor the collection of portfolio items and encourage participation.

In *Essentials*, assessment is woven into the curriculum. The assessment processes are designed to address the varying learning styles that the participants bring to their jobs and are in sync with the instructional philosophy and learning processes of the overall training program. The trainer needs to familiarize him/herself with all the processes used and examine the curriculum guide to identify opportunities for application.

Logistics

Time - *Essentials* is best held during the regular 8-hour work day. The times given in the curriculum manual for activities and modules are fairly true to real time of accomplishment. Times, however, will vary depending upon the number of participants since many activities are dependent upon participant interaction.

Numbers - Suggested numbers of participants are included in the **Design Cover Sheet.** As suggested, it is best to keep the size of training groups down to 20. Suggested numbers for breakout groups are given. It is important to follow these suggestions.

Space - The training room should have enough room for the 20 participants to develop and act out the skits and role plays and to break into small groups for activities. Having a second space is very helpful but not absolutely necessary as long as the main training space is large enough to allow for ease of movement and separation of participants. Tables, as well as chairs, are necessary since the participants do a considerable amount of writing and need good writing surfaces. This is especially important during the pre-and post-training assessment activities, during the Individual Development Plan development, and for the writing module. Since *Essentials* is conducted for five consecutive days, rearranging the space and participants periodically will help keep energy and interest high.

Other - Detailed information regarding materials, equipment, audiovisual aids, handouts, etc. are provided in each modules' **Preparation Cover Sheet**.

Preparing Yourself for Training: A Final Word

The *Essentials* curriculum manual is fairly self-explanatory. You can best prepare yourself to provide quality, contextualized training for the NYS DFY YDA or other direct care worker at a juvenile justice facility if you:

- Thoroughly review the trainer preparation sections of the manual: the **Design Preparation Sheet**, the **Presentation Overview** and the **Presentation Guide**, and the **Supplemental Notes for the Trainer**.
- Thoroughly review the audiovisual materials and the Participants' Materials, including the participants' supplemental readings and forms.
- Explore the ways in which day one and day five contribute to the training goals for the week, the pre-and post-assessments, the Personal Progress Portfolio, the Individual Development Plan, and the self-instructional learning assessments.
- If possible, take an in-service training of trainers program offered through the Rockefeller College Workplace Literacy Program, which educates the trainer on the instructional techniques and approaches in *Essentials*.
- Practice some of the activities in each module with a population similar to the YDA population.

We wish you success in your training assignment. We will continue to be available for any discussion or questions you may have in the process.

The Staff of the New York State
Division for Youth
Bureau of Staff Development and
Training
52 Washington Street
Rensselaer, New York 12144
(518) 473-4449

The Staff of the Rockefeller College
Workplace Literacy Program
Professional Development Program
Rockefeller College
University at Albany
The State University of New York
135 Western Avenue
Albany, New York 12222
(518) 442-5422.

MODULE

LISTENING AND SPEAKING

DESIGN COVER SHEET - OVERVIEW

For Module:
Listening and Speaking on the Job

#:

Module/Workshop Title: Listening and Speaking on the Job

Course Title: Essential Communication and Documentation Skills **#:**

Prepared by: Staff of Rockefeller College, University at Albany, SUNY in collaboration with staff of the New York State Division for Youth **Date:** July 1994

Purpose/Goal: To introduce and develop some basic concepts and skills related to interpersonal communication in order to help staff identify conditions and behaviors that hinder and that enhance communication between themselves and residents, and all others at the facility

Suggested Presenter(s): DFY Staff and/or Adult Basic Education Instructors who have completed the *Essentials' Training of Trainers*

Total Time:

3.5 hour(s)

Suggested Schedule:

A.M. Session of Day 2

Target Population/Qualifications:

Direct Service Workers who have completed Pre-Service and BIS 1

Number of Participants:

8 - 24 maximum

Methods Used:

- Trainer presentation
- Guided discussion
- Demonstration
- Individual and small group and large group activities
- Role play

Performance Objectives:

Upon completing this module, participants will be able to:

- Identify the four components of the Communication Skills Model
- Identify and describe causes of miscommunication in examples and demonstrations, using terminology and concepts of the Communication Skills Model
- Identify, describe, and demonstrate the ability to use the skills of paraphrasing, mirroring, and questioning
- Identify, describe, and demonstrate the use of effective feedback

Evaluation Procedures:

- In-session instructor and peer observation and assessment of task accomplishment
- Pre / Post Training assessment experience
- Self Assessment
- Portfolio building: Using Feedback on the Job
  Summary and Closure

DESIGN COVER SHEET - PREPARATION

For Module:
Listening and Speaking on the Job

Physical Setting: (e.g. room size, furniture arrangement)

Room should be large enough to accommodate 8 - 24 participants plus instructors; chairs should be movable to reconfigure for group and individual activity; tables should be available for writing activities; room should have capability of showing a group role play to the entire training group.

Equipment and Supplies:		Multi Media Support:	
#Item		# Item	
x	easel/newsprint		VCR/monitor (type:)
x	markers		videotape (length:)
x	masking tape		camcorder (video camera)
x	notepads		16 mm. projector
x	pens/pencils		film (length)
	nametags/tents		screen
x	training records		overhead projector
	other:		other:

Student Materials/Handouts: (title, number needed of each)

Participant Packet, including the following handouts:

1. Barriers to Listening
2. Active Listening
3. Feedback
4. Activity: Practicing Feedback
5. Activity: Using Feedback on the Job
6. Summary and Closure

Instructor Materials/Preparation: (e.g. prepare visuals, prearrange groupings)

Familiarize yourself with the concepts of the 4 C's of Communication, the Communication Skills Model, and the Arc of Distortion
Select words for *Meanings are in People* activity
Familiarize yourself with the concepts of active listening and feedback
Practice role play for demonstrating active listening and feedback
Prepare signs for demonstrating active listening skills: mirroring, paraphrasing, questioning
Prepare flip charts
- AV 1: Some Truths about Communication
- AV 2: The 4 Cs of Communication
- AV 3: Some Myths about Communication
- AV 4: Module Objectives
- AV 5: Communication Skills Model
- AV 6: Arc of Distortion

Options/Variations:

References:

Caldwell, Brian and Margaret Kinney-Trolio. *Introduction to Communication Skills* from BIS I. Albany, NY: NYSDFY, 1993.

Egan, Gerard. *The Skilled Helper.* Pacific Grove, CA: Brooks/Cole Publishing Co. 1990

Gordon, Thomas. *Leader Effectiveness Training.* Wyden, New York, 1977

Hanson, Philip "Giving Feedback: An Interpersonal Skill" in Pfeiffer, J. & Jones, J. (eds). *The 1975 Annual Handbook of Group Facilitators.* University Associates, La Jolla, CA, 1975

Krueger, Mark A. PhD. *Intervention Techniques for Child/Youth Care Workers.* Washington, D.C.: Child Welfare League of America, Inc.

Pfeiffer, William J. (ed). *Theories & Models in Applied Behavioral Science.* Pfeiffer & Co., San Diego, 1991, pp. 27-31

PRESENTATION OVERVIEW

For Module:
Listening and Speaking on the Job

Time Presenter	Activity Title/Method/Purpose
10 minutes	**Introduction to the Module** *Trainer-led discussion* To provide an opportunity for participants to determine the communication problems they encounter on the job and decide what communication skills help them on the job.
10 minutes	**Truths and Myths about Communication and the 4C's** *Trainer-led discussion* To increase the participants awareness of the importance of communication on their job and the need to learn and practice communication skills.
5 minutes	**Module Objectives** *Trainer presentation* To introduce the module objectives
15 minutes	**Meanings Are In People** *Trainer-led activity* To provide a shared experience that will lay the foundation for discussion of the elements of oral verbal communication
15 minutes	**Communication Skills Model** *Trainer presentation* To provide the basic concepts and terminology needed to discuss and explore communication as a process that manifests itself in behaviors that can be altered for improved job performance.

15 minutes	**Dictionary of Resident Slang** *Small group activity* To provide an opportunity for participants to discuss current DFY jargon
50 minutes	**Active Listening** *Trainer presentation, demonstration and small group practice* To develop skill in listening before one speaks or acts on the job
50 minutes	**Feedback** *Trainer presentation, demonstration, large group activity, small group practice and individual writing activity* To develop skill in giving and receiving good feedback
5 minutes	**Summary and Closure** *Trainer led discussion* To review the objectives of the module and preview the next
Total Time	3 hours

PRESENTATION GUIDE FOR THE TRAINER

G:\WORKSPACE\LITERACY\CURRICV\RPGS

PRESENTATION GUIDE

For Module:
Listening and Speaking on the Job

Time Presenter	Activity Guidelines	Materials
10 minutes	**Introduction To The Module** *Trainer-led discussion* Trainer leads a discussion on the importance of oral communication to the job. By a show of hands, have participants rate it on a scale of 1 to 5 from very unimportant to very important. Ask participants: • What kinds of *communication problems* do you encounter on the job with youth and staff? (Record on left side of blank newsprint.) • What kinds of *communication skills help you* in your work with youth and staff? (Record on right side of newsprint.)	Newsprint Markers
10 minutes	**Truths and Myths about Communication and the 4 C's** *Trainer-led discussion* Present to the group some common *truths about communication* and relate to the discussion above. • Communicating with youth and staff is an important part of your job • What you communicate may be different from what you intend to communicate • You can improve the accuracy of what you communicate that is, you can change how you communicate to make it more likely that your message will get across as you intended it • You cannot not communicate Effective communication is hard work, but the skills can be learned and practiced to achieve the 4 Cs of communication: (clear, correct, complete, concise) Present some *myths about communication*: • It's natural • It's easy • We all have equal ability	AV 1: Truths About Communication AV 2: The 4 Cs AV 3: Myths About Communication

Time Presenter	Activity Guidelines	Materials
5 minutes	**Module Objectives** *Trainer presentation* Ask for comments and discussion of the above and lead into a discussion of the goals and objectives of this module	AV4: Module Objectives
15 minutes	**Meanings Are in People** *Trainer led activity* The trainer will write a word on newsprint (i.e. *city, drive, music*) and the participants should write that word on their own paper. The participants should then list five words that come to mind when they think about the assigned word. Then have them evaluate each word as positive (+), negative (-) or neutral (0). Ask the participants to share their words and evaluations with the group. The trainer should record the words and evaluations on newsprint. The words staff give and the evaluations they assign to their words should generate a variety of interpretations and feelings reflecting their past experiences, attitudes and values. Focus discussion on why participants chose their words. Compare and contrast different responses. The discussion should illustrate the participants differing backgrounds, experiences and perceptions. Summarize by asking staff what they can generalize about communication from this activity. Point out that communication is highly individualized - meaning is based on people's values, opinions, experiences, etc. Later, ask participants to relate the information from this discussion to the coding and decoding process in the Communication Skills Model.	Newsprint Markers Notepads Pencils

Time Presenter	Activity Guidelines	Materials
15 minutes	**Communication Skills Model** *Trainer presentation* Using the flip chart, describe the *Communication Skills Model* including the 4 major components of communication: the sender, receiver, message and environment. Discussion should include: • The *sender* takes thoughts, which are based on information, feelings, values, experiences, etc., and converts them into a *message* using words, voice tone and expressions (the personal coding process). • The *receiver* then decodes the message based on information, feelings, values, etc., which may or may not correspond with those of the sender. • All of this takes place within an *environment* which can affect how the message is sent or received (i.e., trying to plan an activity with another staff while a group of excited youth, lined up in an acoustically poor hallway, are all talking at once.). Refer back to the *Meanings are in People* activity and the communication problems listed at the beginning of the session to discuss misunderstandings created by the coding and decoding process. Remind participants of the importance of non-verbal communication as part of the message and as a critical part of the coding and decoding process. Point out that non-verbal behavior may communicate a person's feelings more accurately than words. Ask for some examples of the non-verbal behavior discussed in the observation module. Give these examples to further explain: • a resident says, "I hate my mother," while crying • a resident says, "I'm OK," after a restraint, but shows in other ways that he is not OK Conclude by discussing that: • some social scientists estimate that up to 90% of all communication is nonverbal • what you say might not be the message received.	AV 5: Communication Skills Model

Time Presenter	Activity Guidelines	Materials
	Show the *Arc of Distortion* to illustrate how the unintentional portion of a message can result in miscommunication. Communication skills are designed to reduce the arc of distortion by helping people to send better messages and understand the intended messages of others. Tell participants that they will be introduced to two skills during this workshop: one focuses on the receiver and is called *active listening*; the other focuses on the sender and is called *feedback*. Both use common skills to achieve optimal communication that is clear, concise, correct, and complete. By practicing these skills we hope participants can lessen their *Arc of Distortion* in their communication process.	AV 6: Arc of Distortion
15 minutes	**Dictionary of Resident Slang** *Small group activity* Divide the participants into small groups to generate a list of words and expressions that are currently popular with DFY youth or staff. They could include words with double meanings. Give each group a piece of newsprint and a marker to record their words. Have them discuss the meaning and impact of the expressions in their view. Ask the groups to select a reporter who will share the group's ideas with the large group. For example, *looking fat* can mean looking good. See list of examples in the Trainer's Supplemental Notes and Materials.	Newsprint Markers Supplementary Notes and Materials for the Trainer

Time Presenter	Activity Guidelines	Materials
50 minutes	**Active Listening** *Trainer presentation and trainer led discussion* Introduce this section with information similar to the following: • Strange that YDAs should need to practice listening • A very necessary skill • People **assume they listen well** • They **often do not** • Poor listening can increase the arc of distortion • Receiver doesn't focus on what the sender is saying • Internal barriers to listening, including the filter system Have participants look at Handout 1: and discuss. See if they recognize anything they do. Indicate they may wish to practice overcoming these personal barriers in the upcoming exercises. In order to listen one must use an associated skill, spelled with the same letters as listen. Write *LISTEN* on newsprint and have participants look for a word spelled with the same letters as listen: *SILENT*. Review the definition of active listening using Handout 2 and include: • Receiver works hard to understand the sender. • Receiver reflects back to the sender an understanding of what the sender communicated. • Receiver seeks to eliminate misunderstandings created by the complex communication process. • Receiver encourages sender. • Focus is on the YDA as a receiver of messages. • Involves demonstrating non-verbal behaviors which communicate interest and involvement. • Involves observing the sender's non-verbal behavior. • Active listening includes carefully selecting words to use in any verbal responses. • Benefits are not restricted to better understanding. • Listening goes beyond the sharing of information to that of feeling and concern, helping the sender feel accepted, understood and cared about. • Listening creates a climate conducive to problem solving. • Listening reduces tension. • Be wary of intentions of both, or jumping to solutions.	Handout 1: Barriers to Listening Newsprint Markers Handout 2: Active Listening

Time Presenter	Activity Guidelines	Materials
	Use Handout 2 to define three important active listening skills and give examples: *Mirroring*: Repeating all or a segment of what a person said, word for word. Used to highlight the message for the sender to think about and/or expand on. Repeating just a word or two is often most effective. **Example:** If a youth starts to talk to you about suicide, but won't say much, the YDA could repeat the youth's exact words: "You don't want to live any more?" *Paraphrasing* Using your own words to communicate back to the sender what you believe he/she said. This can include your impression of how the sender is feeling. **Example**: I hear you saying it's not worth the struggle to live any more- it's too much work, too much effort. *Questioning*: Asking "open-ended" questions, "clarifying" questions ("Tell me more. "Maybe you could expand on that.") which encourages the person to talk more and does not force him/her into short answers. It's using words that don't judge, give ideas or reflect feelings but rather encourage the speaker to share his/her judgments, ideas and feelings. *Do <u>not</u> ask <u>leading questions</u> which lead the speaker to specific answers.* **Example:** What makes it so tough to keep on living...tell me more about it. *Trainer demonstration* Demonstrate these skills with a co-trainer or participant playing the sender. Use any issue of importance to the sender (as long as it is not too personal or serious). Ask participants to observe for the three core skills. **Note: If the trainer (receiver) is comfortable, you can write the three types of responses on newsprint and point to them as you use them, or ask participants to signal when the different skills are demonstrated.** Once the demonstration is over, ask the sender how he or she felt about being "listened" to. Have observers identify examples of all three skills and discuss how these skills helped or hindered the communication.	

Time Presenter	Activity Guidelines	Materials
	Small group practice Divide the group into triads and have them practice the three skills with each other, with each member of the group having an opportunity to be the listener, speaker, and observer. Have observers use Handout 2 as a guide to the skills they will be observing and identifying. *While observing, the observer should practice being silent and just observe.* Observer comments should be made at the end of each practice segment. Tell participants the sender cannot continue the conversation until the receiver communicates back to the sender what the sender meant to the sender's satisfaction. Senders can use any issue that is not too personal or the sender could be asked to *tell what is the most difficult, challenging or valuable about this training.* Summarize this activity by asking the participants for comments on how they felt as senders, listeners or receivers, and observers, trying to identify the skills. Ask, what is the difference between active listening and general conversation? *The focus is on what the sender is saying in active listening.* When would you use active listening rather than just normal conversation?	

Time Presenter	Activity Guidelines	Materials
50 minutes	**Feedback** *Trainer presentation* Tell participants that feedback is the next skill they will practice, giving an introduction including the following: • Sender can use feedback to accurately convey to the receiver how the receiver's behavior affects the sender. • Helps another person consider changing his/her behavior. • Designed to help the receiver take responsibility for behavior change. • Giver **may** make a suggestion, but the feedback giver is not telling the receiver what to do. Review the *Definition of Feedback* using Handout 3. • *Behavior*: Be concrete; describe what you saw or heard; do not evaluate or judge. • *Affect*: As a result of the action, what did *you* think or feel? (not what do you think the other person thought or felt) • *Alternatives*: As a result of what you think or feel, what ideas do you, the observer, have for other ways to handle this situation? Provide suggestions, do not prescribe • *Response*: Give the person receiving the feedback a chance to respond. *Trainer demonstration* Demonstrate feedback skills with your co-trainer or a participant., using one or both of the following examples: For example, a new YDA is supervising a group of residents cleaning the living area. An experienced YDA enters and observes a resident leaning on a broom doing nothing. The experienced YDA reacts in anger, telling the new YDA in front of the residents that he should have better control of the youth. The new YDA takes the experienced YDA aside and says something like "When you told me that I should have better control in front of the kids, I was embarrassed and I'm afraid it will cause the kids to lose respect for me. If you have some concerns about how I'm handling the residents, maybe you could take me aside, discuss it where the kids can't hear, and then let me take control of the group. What do you think?" Have the group analyze your feedback message to find the four components. **OR**	Handout 3: Feedback

Time Presenter	Activity Guidelines	Materials
	Give a 3 to 5 minute lecture on something unrelated and ask participants to practice giving feedback on how they felt about your presentation skills. Ask the group to help you analyze each feedback message using the four components. *Large group activity* Review the *Considerations before Giving Feedback*, on Handout 3. Using the handout, have participants identify the steps of the feedback model (*behavior, affect, alternatives, response*) with their own examples. *Small group practice* Divide participants into triads. Have them practice giving feedback using the examples listed on Handout 4: Practicing Feedback. Each participant should try at least 2 of the examples. One participant is the feedback sender and another is the receiver. The third, the observer, should give feedback on how he/she felt about what was observed. When the large group reconvenes, ask participants how they felt about the activity. Do they understand feedback? How does it feel to give and receive feedback? Ask volunteers for some examples of the feedback messages used in their small groups. *Individual writing activity* Tell participants to read the directions on Handout 5 and write two feedback statements. Have them put this page in their Personal Progress Portfolio.	Handout 4: Practicing Feedback Handout 5: Using Feedback on the Job

Time Presenter	Activity Guidelines	Materials
10 minutes	**Summary and Closure** *Trainer led discussion* Emphasize that these are skills that we would like participants to practice this week in order to be able to use them back on the job. Generate a list of when either skill, active listening or feedback would be appropriate on the job. Have participants complete Handout 6 as a paired activity and place in their Personal Progress Portfolio. Indicate that YDA intervention is: • preventive, supportive or corrective. • active listening and feedback can be used in the first two types of interventions. • giving directions, to be practiced in the next module, is used in corrective interventions. Summarize the main points of the module. Refer to the module objectives on the flip chart. Preview the next module.	Handout 6
Total Time	3 hours	

FLIP CHART MASTERS

Some Truths About Communication

- Communicating with youth and staff is an important part of your job
- What you communicate may be different from what you intend to communicate
- You can improve the accuracy of what you communicate
- You cannot not communicate

The 4 "C"S Of Communication

- Clear
- Correct
- Complete
- Concise

Some Myths About Communication

- It's natural
- It's easy
- We all have equal ability

Module Objectives

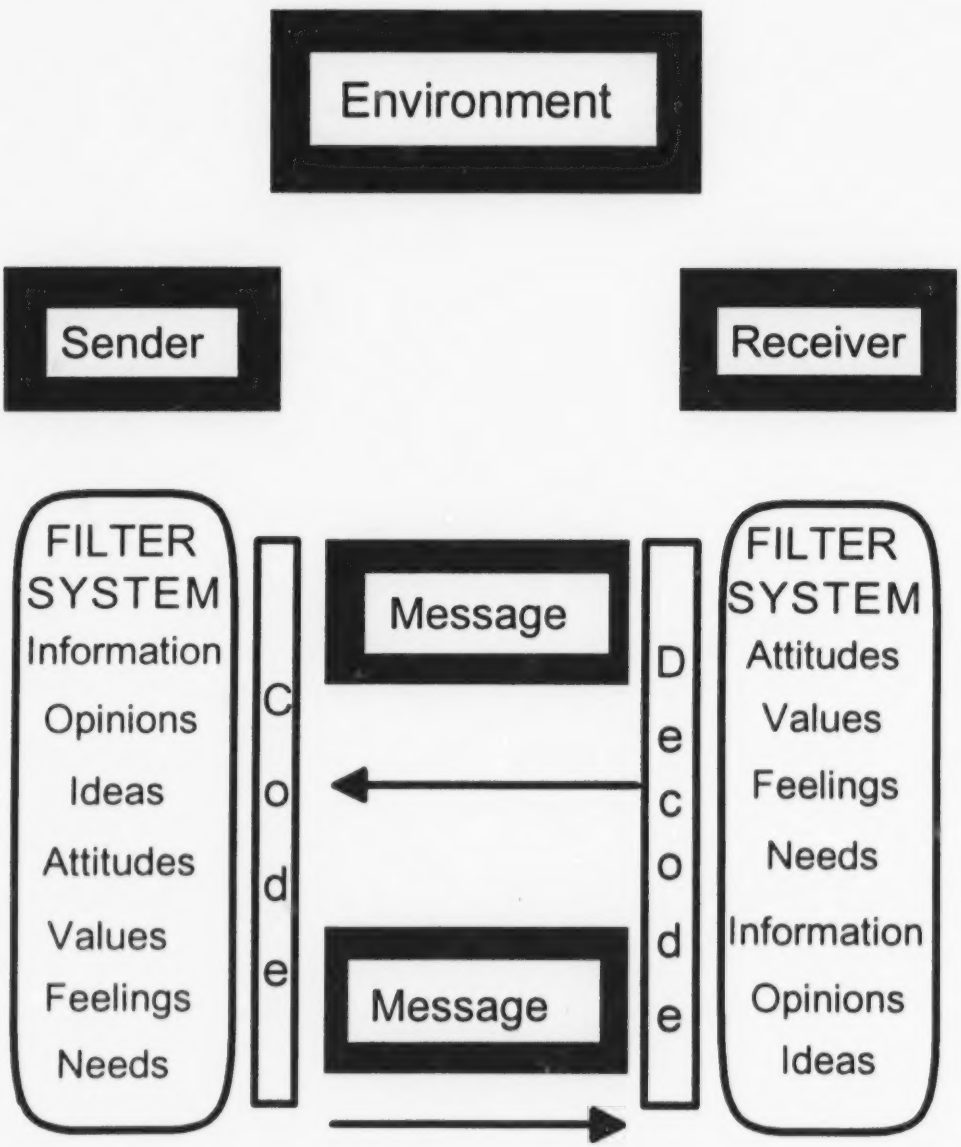
- To identify the four components of the communication skills model

- To identify and describe causes of miscommunication

- To identify, describe, and demonstrate the skills of active listening
  - mirroring
  - paraphrasing
  - questioning

- To identify, describe, and demonstrate the use of effective feedback

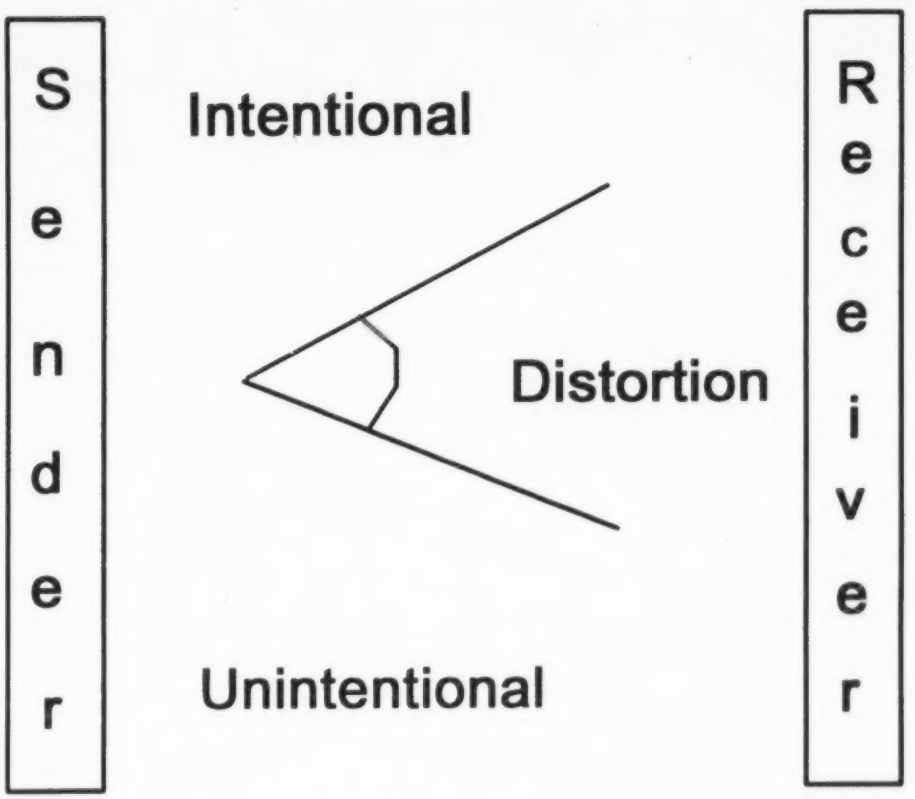
Communication Skills Model



Adapted from Gordon, Thomas, *Leader Effectiveness Training*, Wyden, New York 1977.
Permission pending.

G:\WORKSP\CPE\LITERACY\MODLSAV

Arc Of Distortion



Adapted from Gordon, Thomas, *Leader Effectiveness Training*, Wyden, New York 1977. Permission pending.

SUPPLEMENTAL NOTES AND MATERIALS FOR THE TRAINER

G:\WORKSP\CPE\LITERACY\CURRIC\CVRPGS

Examples for the Dictionary of Resident Slang

'hood	neighborhood
B	bitch
bad	really good
biatch	bitch
butter	it's fine
chill like that	cool; personal style is cool; this is how I relax
chillin'	relaxing; being cool; hanging out
chocolate chip	something good to have
clockin'	watching closely
cracker	white person; rural staff
crib	home; bed
cuties	guys
D.L.	down low; sneaky
dis	disrespectful; irritating Ex: You dissin' me?
don't' know the flavor	not with it; "He knows it's Jell-O, but he don't know the flavor."
down	goin' down; to be with it, with me
Duce	let's fight; accompanied by gesture
fat	good; butter
feelin' froggy	jumpy; ready to fight
frontin'	faking; being phony
gassin'	irking someone; setting someone up
get busy	get into a fight; make love; get involved
hang your mother	break your word
hang out	a place to go; keeping company with
head banger	one who listens to heavy metal
Herb	a person who gets dissed
homey	a home boy/girl; same origin; grew up together
honey	sweetie
I'm straight	I'm OK
I'm not the one	Don't mess with me; accompanied by gesture
Italian style	Word to mother
kickin'	shooting the breeze; good
Later	See ya later
my bag	my thing

my bad	my fault
Nigga	opposite of cracker
phony	fake
say word	what?
shoop	sex act
Shup	Shut up!
slammin	great
step up	challenge
step to	challenge; "If you're gonna step to someone in this unit, you're gonna step to all of us."
straight up	true
stressin'	aggravating
sweatin'	bothering; copying a style; pulling a leg
sweet like that	to the honey
sweeties	guys
Want some a this?	wanna fight? Accompanied by chest slam
Whop! There it is	Now you've done it! Variable meaning; could be positive or negative, depending on intention
with it	it's good; knows the flavor
Word	it's true
word up	listen
word to my dead grandmother	word to the mother emphasized
word to the mother	swear it's true; may be accompanied by two-finger kiss
Yo! G	Hey! It's me!
Yo! Money	accompanied by two-fingered gesture
You got beef?	You got a problem with that?
You're down	You're with it

Feedback

Principles of Feedback

- Observation is the first skill you use
- Organize your thoughts
- Tell what you've seen or heard
- Tell what you are feeling
- Ask open-ended questions
- Have helpful suggestion
- Respond to feelings

Steps of Feedback

1. Observe the behavior carefully and describe what you see or hear.

2. Tell the person being observed how you are feeling about what he or she did or said.

3. Tell what your feelings made you want to do. This helps others learn more about the impact that they have on you. It helps you learn more about yourself as well. It helps them take responsibility for their own behavior. Even if the actions of the feedback receiver's trigger the observer to negative feelings, the observer is still responsible for his or her actions.

Things to Avoid

- Judging a person
- Giving advice

Interview with Senior YDA

Trainer Notes: The following can be used for examples of Active Listening

Explanation

The following is an interview with a Senior YDA from a group home. The interviewer is using open-ended questions to ask the YDA how she feels about her job. The YDA answers the questions and then elaborates on her answers with the help of the interviewer using active listening. It is on a DFY outake video.

Use of interview

The interviewer does a good job using open-ended questioning. The DFY trainer can point this out to the training participants. The questions listed in the outline below are the questions the interviewer asks. Before the trainer plays the video, he/she can ask the question the interviewer in the video asks; the questions are hard to hear. The trainee will then hear a good example of an open-ended question and also know what to listen for in order to practice the skills of mirroring or paraphrasing. There are opportunities for the trainees to think up some open-ended questions as well.

Outline

1. **Interviewer**: You've been working this business for 9 (corrected to 7 by YDA) years; what keeps you doing this?

   Have trainees mirror for this information

   YDA: I'm very interested with who I work with.
   The residents are interesting.
   I like what I do.
   I like the kids.
   I like the positive things I do with them.

2. **Interviewer**: Like what?

   Paraphrase

   YDA: I teach them things.
   I teach them manners.
   Things they haven't learned when they were growing up.
   You get close to them.
   You learn things about yourself from them.

3. **Interviewer:** Like what?

Paraphrase

YDA: Patience
Limitations
Good and bad
Testing yourself
Teach things you expect from yourself.
Learning limits
Hopefully you're a good role model.

4. **Interviewer:** Talk about that a little bit (being a role model).

Mirror

YDA: it's not easy- they push your buttons.
You teach by example.
You're a professional.
You want more for them.
You're something for them to look up to.
Most of the time they (the kids) are dealing with people who don't show them the positive aspects of life. They latch on to that.
You have to prove yourself to them; they are constantly testing you.
Work out relationships.
A good relationship is consistent, showing them the better, the positive side of life.

5. **Interviewer**: What do you hope for?

Paraphrase

YDA: I hope they'll listen.
Pay attention.
Grow up to be good human beings.
Not hurt someone.
Want the better things out of life, I don't mean greedy.

Have the trainees think of open-ended questions they could ask now, if they were conducting this interview

6. **Interviewer:** What kinds of things would you see as success for one of the boys?

Paraphrase

YDA: Get a job.
Take care of their family.
Hold down a job.

Be responsible.
Grooming
Know the reason why they are doing things.
Know they are doing things for the right reason.

7. **Interviewer:** In a bad situation, with kids on one another, how do you diffuse them?

   YDA: I talk to them.
   Give them their options, their choice.
   Physically separate; if more progressed, put them in separate rooms and talk to them.

Additional Interviewer questions:

8. Have you ever done a restraint? What's it feel like for a restraint, when you know there is no going back?

9. Are you afraid of them?

10. How does it feel afterward?

11. A Life Space Interview after a Restraint, what are you trying to accomplish?

12. A situation where a kid says you let someone else do this or that, is it fair to treat everyone the same?

13. Can you see when a kid is ready to act out?

14. What kinds of things set kids off?

15. You can't come in up and ready every day **(YDA:** They give me the space.)

16. Have you ever done something or said anything that afterwards you wished you hadn't said in that way?

    YDA: Of course. If you're working with kids, yes. I don't want to appear not in control or not able to say "I'm sorry." You know? You have to be able to be human.

PARTICIPANT MATERIALS

FOR

LISTENING AND SPEAKING

G:\WORKSP\CPE\LITERACY\CURRIC\CVRPGS

Barriers to Listening

Inadequate Listening

- Thinking about what's been said
- Thinking about what we're going to reply
- Thinking about unrelated thoughts

Filtered Listening

- Our own bias
- Our own culture
- Our previous learning or ideas

Evaluative Listening

- Prejudging:
  - good or bad
  - right or wrong
  - acceptable or unacceptable
  - likes or dislikes
  - relevance or irrelevance
- Making premature conclusions

Emotional Listening

- Allowing anger to block attention
- Allowing sympathy to distort clear listening

Interrupting

Adapted from Egan, Gerard. *The Skilled Helper* (1990). Pacific Grove, CA: Brooks/Cole Publishing Company. Permission pending.

G:\WORKSP\CPE\LITERACY\CURRIC\MODLSPR1

Active Listening

Restating in your own language your understanding of what the sender was trying to express.

Active Listening Involves

- Using non-verbal cues which communicate interest
- Observing sender's non-verbal behavior
- Interpreting feelings
- Putting yourself in the sender's shoes

Active Listening Includes

- Mirroring - Repeating all or a segment of what a person has said, word for word. Mirroring helps highlight the message for the sender to think about and/or expand on.
- Paraphrasing - Using your own words to communicate back to the sender what you believe he/she said. This can include your impression of how the sender is feeling.
- Questioning - Asking "open-ended" questions (i.e., tell me more ... could you expand on that?) which encourages the person to talk more and doesn't force him/her into a short answer. Do not ask leading questions.

Feedback

A verbal or non-verbal process through which an individual lets others know his or her perceptions and feelings about their behavior.

Components of a Feedback Statement

- Behavior - Be concrete, don't evaluate or judge.
- Affect - As a result of the action, what did you think or feel?
- Alternatives - Provide suggestions, don't prescribe.
- Response - Give the person receiving feedback a chance to respond.

Considerations before Giving Feedback

- What are my assumptions about this behavior?
- How does this behavior affect others?
- What do I want to accomplish with this feedback?
- Is this the time and place, am I the person?
- How will this message be best received?
- How will this feedback affect others? How will no feedback affect others?

Give positive feedback!

ACTIVITY: Practicing Feedback

Purpose: To practice giving and receiving feedback.

Directions: Practice giving feedback in the following situations:

---

1. A co-worker jokes around alot with one of the residents. He teases this resident until she gets angry. You think your co-worker picks on this resident too much.

2. You told a resident "no." The next day, you find out that your co-worker told the resident "yes." This is the second time your co-worker has told a resident he could do something after you had already said no.

3. You work Sundays 7 to 2. Almost every Sunday the YDA who comes in for the next shift is late, causing you to be late taking your son to his weekly drama group.

4. You had to deny a youth his request. The youth swears at you. Appropriate sanctions were taken. The next day you are asked by your supervisor to discuss with the youth how he could improve his behavior.

5. On the last shift you worked with a new YDA who spent much of the time sitting in a chair in the unit office. You ended up doing most of the work for that shift. You are scheduled to work with the same YDA today.

6. You've heard Resident Jenkins use profanity a lot. He has been written up for swearing on the unit and in school. You believe his use of language and how staff respond to him gets him into more trouble. You think if he didn't respond to staff by swearing immediately, he wouldn't end up receiving so many sanctions.

7. When you were working in the school, you heard Resident Washington's math teacher praise him for doing a good job on a math test. You feel proud because last week you had talked to Washington about the importance of doing homework.

8. You have checked the chore that Resident Smith just completed. It wasn't done as well as you would like, but it shows improvement.

ACTIVITY: Using Feedback on the Job

Purpose: To think of examples of appropriate feedback for on the job.

Directions: Think of current or past workplace situations where there are, or were, residents, co-workers, or supervisors you would like to give feedback to. Write two sample feedback messages. Identify 3 steps of the feedback model: behavior, affect, and alternatives. Think about the possible responses. Put this in your Personal Progress Portfolio.

---

1. **SITUATION:**

   FEEDBACK MESSAGE:

   Behavior-

   Affect-

   Alternative-

2. **SITUATION:**

   FEEDBACK MESSAGE:

   Behavior-

   Affect-

   Alternative-

ACTIVITY: Summary and Closure: Listening and Speaking

Purpose: To provide an opportunity to share your work concerns and learning with other staff; to build your Communication and Documentation Skills Portfolio

Directions: Pair up with another group member for this activity. First, discuss the questions below with your partner. After your discussion, write your responses below and put this page in your Personal Progress Portfolio.

---

1. **Learning: What did you learn?**

2. **Applications: How can you apply it?**

3. **Improvements: What can you do to improve skills?**

Additional Materials and Resources

If your agency decides to implement the *Essential Communication and Documentation Skills* curriculum, the additional materials that you could request from Rockefeller College include:

- *Essential Communication and Documentation Skills Assessment* video tape

Used to conduct the assessment process described in the curriculum modules, **Orientation** and **Final Assessment,** as well as to deliver the **Observation** and **Decision Making** modules, the video simulates incidents from actual juvenile justice facilities that a direct care worker might encounter at the work site. After viewing, the participant completes a series of workplace tasks that draws on skills from observation through documentation.

- *Guide to Contextualized Workplace Tutoring* and its accompanying *Affiliate Administrator's Guide*

The Guide to Contextualized Workplace Tutoring and The Administrator's Guide are guides to help Literacy Volunteers of America in developing contextualized tutoring programs for trainees who complete the *Essentials* curriculum and are in need of further educational assistance. Both guides were developed for this project but can be adapted to other workplaces. LVA is a nationwide volunteer program, providing tutors at no cost to individuals who are desirous of increasing their skill in reading and writing. The appendices of these guides include a list of valuable resources for anyone interested in pursuing the subject of contextualized instruction and workplace literacy.

- *Staff Decisions* videotape

Available from the New York State Division for Youth, Bureau of Staff Development and Training, for a small fee, this videotape of simulated workplace incidents can be used as a basis for exploring the decision making process instructed in the **Decision Making** module.

ORDER FORM

Rockefeller College Workplace Literacy Program
Professional Development Program
Rockefeller College
University at Albany
State University of New York
Richardson Hall, Room 381
135 Western Avenue
Albany, NY 12222

Attn: Staff, **Rockefeller College Workplace Literacy Program**
Telephone: (518) 442-5422
Fax: (518) 442-5768

MATERIALS AVAILABLE

- ☐ *Essential Communication and Documentation Skills* Assessment Videotape
- ☐ *Guide to Contextualized Workplace Tutoring for Volunteer Tutors*
- ☐ *Administrator's Guide to Implementing Contextualized Workplace Tutoring*
- ☐ Additional copy of the *Essential Communication and Documentation Skills* curriculum

Ship Material To

Name

Title

Agency

Address

Phone:

Comments

NYS DIVISION FOR YOUTH

ORDER FORM

Description of Material

"Staff Decisions" **Videotape Training Program and Facilitator's Manual (VHS only)**

Cost: $ 25.00 (includes shipping and handling)

Payment Information

☐ Postal Money Order ☐ Cashier's Check ☐ Voucher/Purchase Order (Enclosed)

Quantity: _____

Payment: $_____ (Enclosed)

Make Payable and Send To:

NYS DIVISION FOR YOUTH
Attention: Bureau of Staff Development & Training
52 Washington Street
Rensselaer, NY 12144

For Additional Information contact: Margaret W. Davis (518) 473-4474

Ship Material To:

Name: _____

Title: _____

Agency: _____

Address: _____

_____

_____

Telephone ( ) _____